

Overview

Friday, December 13, 2019 5:30 PM

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

Name: **Ryan Bradshaw**

Student number: **1903170**

Pathway: **Primary PGCE**

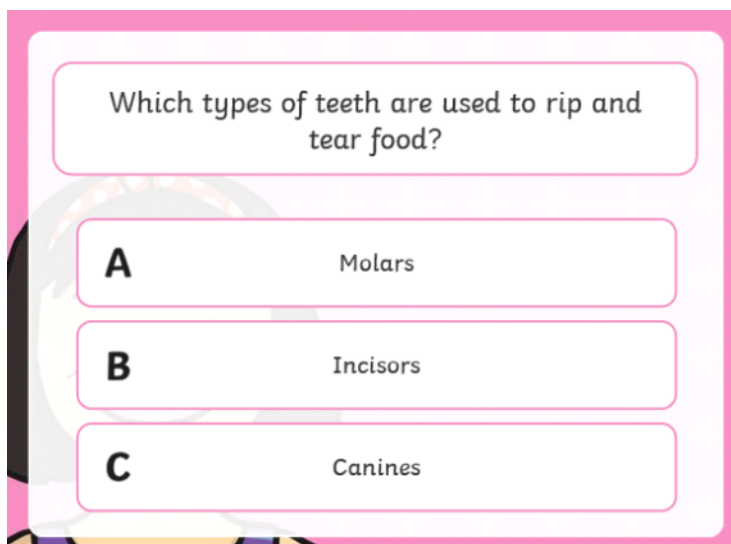
Targets from previous assignment:

	Target	What I have done in this assignment...
Target 1	Compare and contrast viewpoints more often.	I have used certain comparative phrases to show how sources agree or disagree with each other and aimed to seek multiple viewpoints surrounding each pedagogical principle.
Target 2	Avoid writing in the first person where possible.	In the critical reflection, where possible, I have rearranged sentence structures in order to change the subject and direct and indirect objects of the sentence, so that the first person does not have to be used.
Target 3	Avoid being over critical of sources and observations.	I have ensured that the language I have used in this assignment has had an element of criticality, yet has not been overly condemnatory or negative.

Dolen i OneNote/Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1903170_student_uwtsd_ac_uk/Eg0rA1qS-plOs-7cgPdUVYYBdGU0GRrq2RKjE-G4eM-TJQ?e=Muvwew

Illustrative Example 1

Friday, December 13, 2019 5:30 PM



This APK quiz for a Year 4 class formed the introduction for a lesson that took place after two informational lessons on teeth and their functions. The class was split in

half and each half was asked three questions; pupils raised their hands to answer either A, B, or C and the answer with the most hands raised was chosen. Every member of the winning team gained a house point.

There was a twofold motive for employing this AfL strategy: firstly, to determine whether or not the class had understood all of the content from the previous two lessons, and secondly, to capture the engagement of the class from the beginning of the lesson.

This was an extremely effective lesson starter and I will certainly endeavour to use this again where possible. Since it was presented as a small competition, and rewards were on offer for the winning team, the entirety of the class was immediately engaged by this activity. In addition, the speed and confidence of most pupil answers assured me that this content knowledge had been firmly embedded into their learning.

On the other hand, a small number of pupils followed the overall consensus when answering and therefore it was difficult to assess the learning of each individual pupil through this strategy. In the future, I could either make the teams smaller or ask individual pupils for answers, in order to establish whether any specific pupils have not grasped the content.

Illustrative Example 2

Friday, December 13, 2019 5:30 PM

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation,engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Teacher to use <u>Think, Pair, Share</u> to obtain pupil responses of the features of writing instructions and examples of imperative verbs. Teacher to lead reading of set of instructions (See Appendices)	<u>APK</u> – pupils to discuss and remember the key features of writing instructions from when we wrote smoothie recipes. Pupils to read through instructions as guided reading.	Example instructions Colouring pens Whiteboard
Teaching & Core Learning	Teacher to get pupils to scan the instructions for various word classes: imperative verbs, time connectives, proper nouns, lists etc. (vary difficulty and amount by ability)	Pupils to highlight/annotate work for word class. PW. Pupils then to discuss the function and importance of each word class. Pupils to compare their answers to a nearby pair (<u>peer-assess & compare</u>). Work differentiated based on 3 groups.	Example instructions Colouring pens Whiteboard
Plenary	Assist pupils in collating <u>success criteria</u> (differentiated) for the instructional piece they will write next lesson.	Pupils to collate <u>success criteria</u> (differentiated) for the instructional piece they will write next lesson.	Example instructions Colouring pens Whiteboard Success criteria sheets

How to Make a Papier Mâché Globe ✓ title

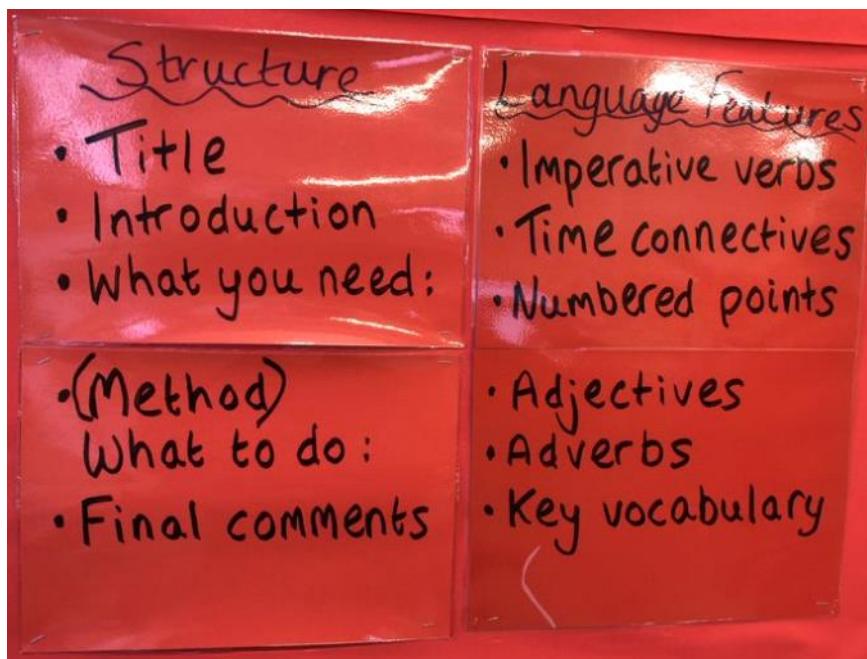
Are you learning about the continents of the world? Read on to discover how to make a papier mâché globe of your own to help you to remember them. ✗

You will need:

- a round balloon
- lots of strips of newspaper about 2cm wide
- a bowl of water and flour mixture (one cup of flour and two cups of water)
- an atlas
- a continents of the world sheet
- some blue paint and paintbrush
- a pack of felt tip pens
- a pair of scissors
- some glue



1. First of all, blow up the balloon gently. Don't let it burst. imperative verbs
2. Ask a grown-up to help you tie the balloon if it is tricky.
3. Dip the strips of newspaper in the flour and water mix and slowly wrap the strips all around the balloon until it is covered. time connectives ord verb
4. Cover the balloon at least three or four times.
5. Leave the balloon to go solid. Place it in a warm dry place.
6. Next, paint the whole globe blue to show the water. relative
7. Leave to dry.
8. Colour in the seven continents neatly on the activity sheet.
9. Cut out the continents but be careful with the scissors.
10. Stick the continents in the right position on the globe. Use an atlas to help you if you are unsure.
11. Label the oceans and carefully draw the line of the equator. Finally, label the continents of North America, South America, Africa, Antarctica, Australasia, Europe and Asia.



During these instructional writing lessons with a Year 4 class, I incorporated a number of AfL strategies (highlighted in yellow in Picture 1) as part of my weekly reflection targets. During the first couple of weeks of PTE1 I had used AfL within my lessons, but decided to use some small group sessions to specifically develop the use of success criteria. Using differentiated WAGOLs as a baseline (Picture 2), the class analysed examples in order to determine specific success criteria (Picture 3) for the extended writing they had been tasked with carrying out. This was displayed on a working wall in the classroom.

I found that having set success criteria for the extended writing gave the pupils more independence and resilience, as they knew they needed to meet all of the criteria before their work was complete. It also proved useful for the pupils to analyse a WAGOLL in order to elicit the criteria, as they could see first-hand how effective the language features were when used accurately.

In future lessons, I must aim to explain specific features of a WAGOLL more clearly, as during the writing stage some students were still unsure as to what an adjective or adverb was.

Moreover, while it was beneficial to have displayed some examples of each word class on working walls in the classroom, many pupils became over-dependent on these and consequently some work repetition was present.

Illustrative Example 3

Friday, December 13, 2019 5:30 PM

Thursday 28th November

LO: To write a set of instructions using a structures and a range of language features.

How to get clean teeth.

Have you ever dreamt of having clean teeth? Read this guide to discover how to get ~~beautiful~~ beautifully clean teeth.

You will need:

- A toothbrush (with soft bristles)
- ~~And~~ white minty fresh toothpaste.
- Water (you could use a sink)
- Mouthwash or dental floss (you don't NEED it).

Method:

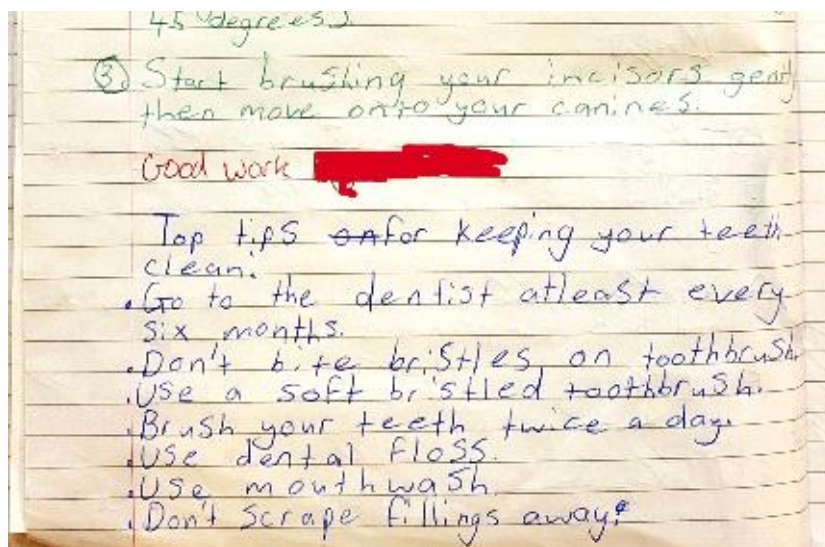
1. Start with a small dot of toothpaste on ~~your~~ the toothbrush.
2. Turn your toothbrush to approximately a 45 degree angle.
3. Start brushing your incisors then move on to your canines.
4. After that, turn your toothbrush upside down and brush your premolars and molars.
5. Don't forget to brush the back of all your teeth.
6. Next, ~~rinse your brush~~ brush your tongue to remove ~~bacteria~~ 99.9 percentage of ~~bacteria~~ perio-

~~bacteria~~ Wash

7. Wash your toothbrush thoroughly to clean away germs.
8. ~~Finally now~~ Now you have clean sparkly teeth and lovely breath.

Can you re-write sentences 1 to 3 but including adjectives and adverbs?

- ① Start with a small ~~3x~~ dot of minty toothpaste on your toothbrush.
- ② Turn your tooth brush to a 45 degree angle (it doesn't need to be precisely 45 degrees.)
- ③ Start brushing your incisors gently



This Year 4 lesson took place during a week where my main reflection target was to improve on written and verbal feedback. This was the final piece of work in the same sequence of lessons as Illustrative Example 2.

I felt it was extremely important to use verbal and written feedback throughout this extended writing process, as the ongoing feedback kept the pupils on track and they were able to respond to the comments immediately after receiving them. Additionally, peer feedback was given at the beginning of the second session (as seen by the green ticks in Picture 1).

These regular mini formative assessments proved extremely beneficial in maintaining a high standard of work and ensuring that the success criteria was closely followed.

The pupils found it useful to analyse each other's work and take tips for their own writing, while it gave me the opportunity to monitor every student's progress. In addition, the pupils were very eager to respond to any challenges they were given (as seen by the green responses in Picture 2) and this consequently led to a productive teaching and learning environment.

The main negative aspect of this AfL strategy was that pupils continuously asked for assistance and thus independence levels were not as high as I would have wished for. Going forward, I would ensure that pupils are fully aware that the success criteria must be met before they are able to seek peer or teacher feedback.

Illustrative Example 1

Friday, December 13, 2019 5:31 PM

AoLE or Subject	Health & Wellbeing	Date:	WB 04.11.19
Lesson Focus:	Smoothie Carousel Lesson 3		
Meaningful links to Curriculum	H&WB: Progression Step 2 - I can recognise that my decisions can impact on me and others, both now and in the future; Progression Step 3 – I can manage my money, and budget appropriately.		
Meaningful links to: Cross Curricular Responsibilities	Mathematics & Numeracy (addition with money) Literacy (Writing a plan; creating a persuasive poster) Digital Competency (researching smoothie recipes and cost of fruit, database searching)		

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: - Create the most cost-effective smoothie recipe.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What do the learners say/write/do/produce – to demonstrate learning)
- To research the cost of the ingredients. - To plan a smoothie recipe. - To create a smoothie recipe.	- Evidence of price comparison from different supermarkets. - Calculate price totals. - Record a recipe plan. - Create a smoothie recipe.

Opening phase (with links to prior learning)	Discuss and compare market research.	Pupils to engage with WAGOLL and compare recipe plans with other groups.	Market research
	Show simple example of a recipe. <u>WAGOLL</u> . (See Appendix 1)	Pupils to decide on the most cost-effective supermarket to use and finish their recipe plans if necessary.	Recipe example
Teaching & Core Learning	Model addition using money. Give the pupils two methods to choose from: - Convert pounds to pence and then add using HTU method. Then re-convert to pounds. - Column method.	Pupils to add totals for each of their supermarket database searches. Pupils to determine the cheapest supermarket and use those totals in their recipes.	Market research
	Scaffold creation of smoothie recipes and ensure that the model example is followed. <u>Mini-plenary</u> : get pupils to compare recipe creations after approx 15. mins to ensure consistency within the class. <u>2 stars and a wish</u> : apply this after approx 25. mins in post-it note form on each group's recipe plan.	Pupils to create smoothie recipes (give a variety within each group). HA – pair work with little guidance MA – pair work with some guidance LA – pair work with full TA-provision	Recipe example Active Whiteboard to model maths sums. Post-it notes

During my first week of PTE1 in Year 4, I led a series of Health and Wellbeing lessons about planning, selling and making smoothies, which incorporated many cross-curricular

responsibilities. Although this particular lesson plan was primarily part of a number of literacy-based lessons, my mentor teacher and I felt that it would have been a missed opportunity had we not included obvious elements of numeracy and digital work. Consequently, each of the four lessons throughout this progression included at least one component that directly linked to each of the three Cross-Curriculum Responsibilities (as highlighted in yellow).

Throughout these lessons, the pupils engaged extremely well with database searching and the researching of fruit prices; as a consequence the digital competency aspect of these lessons proved very instrumental. Moreover, the instructional writing of recipes coincided with instructional work in LLC lessons. As a consequence, the work was easily comprehensible for the pupils and they were able to draw clear comparisons of the work across the two AoLEs.

Conversely, the use of money and addition with larger numbers proved quite difficult for many students, especially as these topics had not yet been covered within the school year. Therefore, in the future when planning cross-curricular activities within a Health and Wellbeing lesson, I will endeavour to align literacy and numeracy work with the work that is being concurrently done in those AoLEs.

Illustrative Example 2

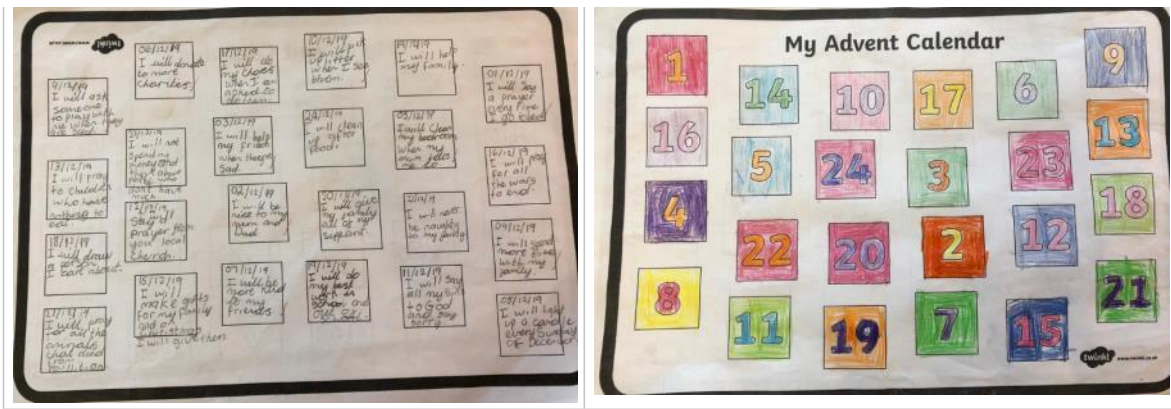
Friday, December 13, 2019 5:31 PM

<u>AoLE or Subject</u>	Humanities	Date:	WB 02.12.19
Lesson Focus:	Religion – Making Advent Calendars		
Meaningful links to Curriculum	Humanities: <i>Learners need to know how to and be able to:</i> offer their own ideas and make connections <u>and communicate</u> their observations, thoughts and feelings using words, signs or symbols.		
Meaningful links to: Cross Curricular Responsibilities	Mathematics & Numeracy (chronology) Literacy (comprehension from a variety of texts; short form writing) Digital Competency (using online search engines)		

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will:
- Create their own advent calendar, with a different task for each day of December.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What do the learners say/write/do/produce – to demonstrate learning)
- To use prior knowledge and information provided, in order to create a well-designed advent calendar. - To create 24 different "Action Statements."	- Production of a fully decorated advent calendar, with use of a variety of informational sources. - Creation of 24 statements that are written succinctly but make perfect sense.

Opening phase (with links to prior learning)	Ask pupils to recollect what they did and thought about during their Month of Missions. (APK)	Pupils to discuss what they did and thought about during their Month of Missions; to discuss their favourite stories from the visits of Miss Janet; to discuss what we pray for at school regularly. PW.	Advent calendar templates Colouring pencils Month of Missions information Prayer books Chromebooks/iPads
Teaching & Core Learning	Teacher to inform pupils of the criteria required for each advent calendar, and to provide a variety of informational sources that the pupils can use. (Month of Missions, prayer books, work with Miss Janet etc.)	Pupils to order their calendars from 1-24 based on the same order on the reverse side. Pupils to think of 24 different action statements, one for each day of December. Pupils to complete their advent calendar [See Appendix 1], ensuring that a wide variety of informational sources have been used and that all types of activity have been covered (prayers, helping out others, being the best version of myself etc.)	Advent calendar templates Colouring pencils Month of Missions information Prayer books Chromebooks/iPads



During planning of this Year 4 lesson about making advent calendars, I decided it was necessary to include cross-curricular responsibilities (in yellow) in order to ensure that the lesson was neither one-dimensional nor tedious. Although the writing of the calendars was the main activity within the lesson, I introduced two main directives that ensured the lesson became cross-curricular. Firstly, the students were challenged to copy the order of numbers on the reverse of the calendar as dates (see last two pictures), which worked on their chronology and symmetry skills. Secondly, during the lesson I tasked the pupils with creating at least 6 "Action Statements" through the use of online search engines.

Overall, I found it was really beneficial to include these subtle cross-curricular elements in this lesson, as it not only made the lesson more exciting and engaging for the pupils, but also allowed them greater independence and adaptability. Particularly as this was a discrete lesson, planning for multiple activities guaranteed that the pupils were engaging with a variety of cross-curricular learning, and their fascination with the content was reflected in the high standard of their work.

Illustrative Example 3

Friday, December 13, 2019 5:31 PM

AoLE or Subject	Health & Wellbeing	Date:	WB 18.11.19
Lesson Focus:	Teeth – Vocab Lesson		
Meaningful links to Curriculum	LLC: Progression Step 2 - I can use appropriate vocabulary and syntax, including subject-specific and context-specific vocabulary. Progression Step 3 - I can use tools, including dictionaries and glossaries, and other strategies in order to understand unfamiliar words.		
Meaningful links to: Cross Curricular Responsibilities	Mathematics & Numeracy Literacy (broadening vocab; use of vocab in context; use of a dictionary) Digital Competency (using online search engines)		

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will: - Learn about teeth/dentist based jargon and be able to use it in context.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What do the learners say/write/do/produce – to demonstrate learning)
- To learn subject-specific jargon and be able to use it in a sentence. - To use a dictionary (online or physical) to be able to find out meanings of words.	- Words added to their <i>Vocab Attack</i> books. - Sentences/questions written that include subject-specific vocabulary.

Task: Choose 10 highlighted words/phrases from the board, find their definitions, and add them to your vocabulary books.

From Lesson 1 – incisor, canine, molar, wisdom tooth, saliva, filling, plaque, bacteria, cavity, gum

From Lesson 2 – syringe, prescription, dentures, braces, orthodontist, hygienist, dental nurse

Verbs:

brush, rinse, floss, bite, chew, grind, open, close

Adjectives:

clean, white, small, sparkling

Adverbs:

softly, carefully, thoroughly

In this Year 4 LLC vocabulary based lesson, I focused on including the digital competency cross-curricular

responsibility, mainly through the use of online search engines. I wanted to include digital competency because of the criteria for use of a dictionary within Progression Step 3 in the LLC section of the draft curriculum for 2022. Pupils should also use 'other strategies' in order to learn about new words and I interpreted this as using online mediums to find out word meanings (Welsh Government, 2019). I found that most pupils were very eager to use the online search engines and therefore in order to prevent an overuse of this, I verified that they were able to effectively use a physical dictionary before allowing them to move onto using the internet. I think that this plan of action was particularly beneficial as pupils would have over-relied on the Chromebooks and the lesson would have inevitably become a digital competency lesson. Consequently, this lesson produced a sound balance between literacy and digital competency, and overall the pupils' ability to use dictionaries effectively, both online and offline, improved a great deal. In the future, I aim to maintain that a mixture of online and offline dictionaries should be used harmoniously, and in doing this I hope that a number of LLC lessons will comprise palpable cross-curricular elements.

Illustrative Example 1

Friday, December 13, 2019 5:31 PM



Thursday 24th October 2019

Dear Parents/Guardians,

Our topic this term is 'Being the Best Version of Myself', as part of this we are raising money for Children in Need. The children have created and planned a variety of activities and events they would like to do to raise money. The following events are going to take place during school hours.

Week beginning 4th November – Fruit smoothie making
Thursday 7th November 2019 – Top yard 400m run
Monday 11th November 2019 – 5k Sponsored walk along Swansea Bay promenade. Please provide your child with a packed lunch on this day. If weather conditions are extremely poor we will send a text to confirm a new date. Please ensure your child is wearing suitable footwear.
15th November 2019 – Talent show (we will send out a running order if you would like to come and watch your child perform).

The children are really looking forward to these events and any donations would be appreciated as the money raised will be donated to the BBC Children in Need appeal 2019.

In order for your child to participate in the 5K sponsored walk, please sign the consent form below and return it as soon as possible.

Yours faithfully,

For two weeks during PTE1, I led a series of lessons in Year 4 surrounding fundraising for Children in Need. The year group topic for the term was 'Being the Best Version of Myself' and therefore it seemed relatively straightforward to create a variety of authentic contexts during these lessons. After reading some of Mick Waters' work earlier in the course, which suggests that charity work is extremely beneficial in committing pupils to an authentic purpose, I was keen to ensure that these activities were consistently linked to real-life circumstances (Waters, 2013).

As selected solely by the pupils, the four activities that we planned and carried out as a year group can be seen in greater detail in the second picture. The first picture shows the 'working wall', which showcased some of the children's work towards this large project, such as: advertising posters, persuasive letters, fundraising forms, and picture collages of the completed activities.

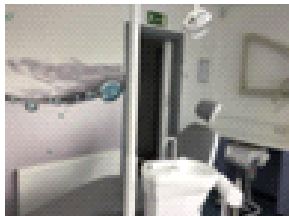
In addition to the fundraising activities, I decided that in order to make the experience more authentic, the pupils needed to find out about the smaller charities that their money would contribute towards. I therefore delivered multiple lessons where pupils were tasked with persuading a member of their family to donate, using local charity examples to promote their argument.

The fundraising events raised over £940 in Year 4 alone, and the pupils were able to see the real-life upshot of their fundraising when the year group's total was broadcast live during the BBC Children in Need TV programme.

Illustrative Example 2

Friday, December 13, 2019 5:32 PM

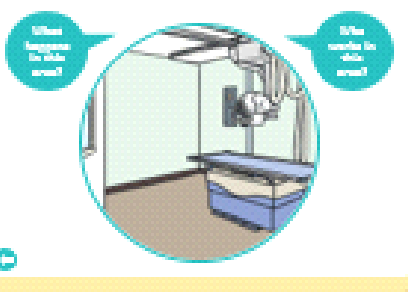


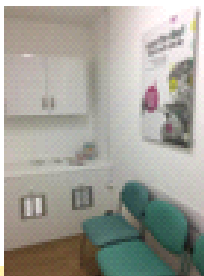


Who Works in This Area?



Who Works in This Area?







Opening phase (with links to prior learning)	Opening question: Why do we visit the dentist? <i>Think, Pair, Group, Share</i> Use <u>random number generator</u> to decide which pupils give responses. Stress that a dentist's job is generally positive and that they normally only give check-ups. Mention the other types of oral hygienist (Hygienist, orthodontist, oral surgeon).	Pupils to discuss the role of a dentist and feed back to the class the different reasons for visiting the dentist. Pupils to engage with list on PPT.	The Dentist Powerpoint Authentic pictures and examples from home
Teaching & Core Learning	Navigate the PPT, discussing and explaining the different areas of a dental practice. Discuss who works in each area and what happens there. Use prior experience as a dental receptionist to give finer details – use pictures and examples to aid. Show students authentic pictures and	Pupils to produce a Venn diagram outlining the different roles and rooms at a dental practice. IW. Pupils to discuss dentist jargon and use dictionaries/online search engines where necessary to find out word definitions. IW/PW.	The Dentist Powerpoint Authentic pictures and examples from home Venn diagram templates

	Use prior experience as a dental receptionist to give finer details – use pictures and examples to aid. Show students authentic pictures and examples from dental practice.	dictionaries/online search engines where necessary to find out word definitions. IW/PW. Extension Task: Use a dictionary to add at least 5 words to their Vocab Attack books. PW.	Venn diagram templates
Plenary	Ask pupils to contribute new words that they have learned during the lesson.	Pupils to suggest new words they have learned and offer their best definition. The most difficult words to be added to Vocab boards in the classroom, to be used in future lessons.	The Dentist Powerpoint Authentic pictures and examples from home

Opening phase (with links to prior learning)	<u>APK Quiz</u> Teacher to split class into two sides and have a mini quiz based on the functions of teeth.	Pupils to show hands based on answers A, B or C and most hands up guess that answer. 3 questions per team.	Quiz powerpoint
Teaching & Core Learning	Follow through the Powerpoint, explaining the stages of decay and what causes it. Ask the children how we can prevent tooth decay and how we can keep our mouths clean. Show pictures of teeth at various stages of decay to acquire reaction and emotion from the pupils. Show video of how we should brush our teeth: https://www.youtube.com/watch?v=eUovf12RteI Use the video and prior pupil knowledge to encourage them to think of the way in which we should brush our teeth. Use the video to collectively act out brushing our teeth.	Pupils to engage with answers when prompted and to make notes if necessary. Pupils to do <i>Think, Pair, Share</i> and come up with 5 ways that we can prevent tooth decay. Pupils to write responses in their books. Pupils to collectively act out brushing their teeth, following steps that we have come up with together and using the videos as a basis. Extension Task: Pupils to complete their question research for the dentist, using a search engine.	Powerpoint Presentation Toothbrush packs Chromebooks

These lesson plans illustrate (in yellow) how I was able to incorporate authentic learning contexts into two Year 4 Science and Technology lessons about teeth and oral hygiene. My mentor teacher and I decided that I would lead all lessons on teeth given that I have previous experience of working in a dental practice; consequently I was able to draw on this prior knowledge and experience during lesson delivery.

In the first lesson, I scanned in photos of the dental practice that instantly gained the attention of the classroom and gave rise to an engaging, detailed question and answer session between me and the pupils. In the second lesson, I was able to give more in-depth information regarding other types of dental workers and surgeries, which I believe allowed the pupils to have a better insight into the inner workings of the setting. Thus, the pupils were able to see the relevance of their learning of this topic and my expertise allowed the lessons to 'forge links' to the world of work (Donaldson, 2015). In hindsight, I would have liked to have drawn upon the superior knowledge of a colleague within the field in order to further augment authenticity, but from this experience I have seen first-hand how effective authentic contexts can be in producing improved engagement and involvement levels.

Critical Reflection

Friday, December 13, 2019 5:32 PM

This assignment will critically reflect upon progress made within the planning and implementation of three pedagogical principles, as outlined by Professor Graham Donaldson's *Successful Futures* (2015). The pedagogical principles concentrated upon are specifically related to Assessment for Learning (AfL), Cross-Curriculum Responsibilities (CCR) and creating authentic contexts (AC) for learning. Each principle will firstly be analysed within the context of secondary literature, before drawing conclusions about the progression of application, with specific reference to the illustrative examples; finally, recommendations for further personal teaching development will be made. Throughout this portfolio, academic anonymity, privacy and confidentiality has been afforded to the school and all persons involved, as per the British Educational Research Association's *Ethical Guidelines for Educational Research* (2018). The examples given are all taken from work that was carried out in a Year Four class within *School X*; the class consisted of 29 students, 3 of which held an Additional Learning Needs (ALN) statement. In 2019, *School X* comprised 504 students, with almost 40% of the student body consisting of English as an Additional Language (EAL) students (Welsh Government, 2019b). The most recent *Estyn* report was optimistic, describing the school's current performance as "Good", and the school was praised particularly for its positive learning environment and pupil wellbeing (Estyn, 2014).

The employment of AfL principles within the classroom aims to provide regular and meaningful feedback to learners, while also giving practitioners the opportunity to assess learner progress towards achieving objectives (Donaldson, 2015). Moreover, many researchers suggest that this type of formative assessment easily allows teachers to elicit and interpret information surrounding student achievement and are therefore able to make better informed decisions in terms of next steps within the classroom (Black and Wiliam, 2009). AfL Example 1 illustrates a quiz that activated student prior knowledge from the previous two lessons, allowing for the assessment of full understanding of the lesson content. This engineered task allowed evidence of learning to be easily elicited and meant that one of Wiliam and Thompson's (2008) five key strategies had been met within the opening few minutes of the lesson. Furthermore, by gauging student recollection of the content, fresh learning intentions were then able to be shared and criteria for new learning objectives could be created in the knowledge that the previous work had been apprehended.

The creation of effective success criteria is also noted by many as a core aspect of competent AfL practice. Students are required to have a clear idea of what they should be aiming for before conducting work so that they are able to independently carry out the task (Assessment Reform Group, 1999). This notion has been supported more recently by Heritage (2018), who infers that independence and self-assessment are unable to be completed without detailed "performance criteria" and thus students need to know what "meeting their learning goal entails." Andersson and Palm (2017) take success criteria one step further by suggesting that student-teacher collaboration allows criteria to be created for the attainment of goals at different levels. It could be argued that this method of determining success criteria is more practical for the whole class, rather than providing the same information for all, as it ensures that every individual is challenged to meet their own specific attainment level. AfL Example 2 illustrates how this technique was employed: students were split into three predefined ability groups and each group collaboratively identified their own success criteria. Consequently, three contrasting benchmarks were created and each group worked towards their own end goals; this suggests that having differentiated success criteria, as well as differentiated WAGOLs that the students based their criteria on, ensured that all learners were equally challenged to meet their individual targets.

Additionally, the quality and quantity of feedback is extremely important in ensuring the skilful delivery of AfL. According to Hattie (2012), students should be able to both give and receive feedback effectively so that they can "become their own teachers." Similarly, Donaldson (2015) suggests that both self-assessment and peer-assessment are ways of ensuring that learners "take greater responsibility for their own learning." The idea of pupil autonomy is an intrinsic aspect of AfL, which is greatly promoted by delivering feedback to peers and in-depth assessments of one's

own work (Marshall and Drummond, 2006). AfL Example 3 demonstrates how within an extended writing lesson, teacher feedback and individual reflection were extremely effective in maintaining high work standards and learner engagement levels. This “co-regulation” distributed formative assessment evenly between the learner and teacher and it could be suggested that as a consequence learners will begin to undertake independent practice that they previously would not have been able to do without assistance or guidance (Heritage, 2018). Black and Wiliam (1998) similarly argue that once the gap between the desired goal and present attainment has been identified by the teacher, the second core activity of AfL is the action taken by the learner to close that gap. Therefore it could be contended that regular, effective teacher feedback combined with encouragement of and opportunities for student self-assessment productively allows that gap to be diminished.

There were both positive and negative aspects to the implementation of the AfL examples. For instance, the quiz in AfL Example 1 was unable to gauge the knowledge levels of all students because a select few copied responses. Teachers “must be involved in gathering information about pupils’ learning” - therefore when this AfL strategy is adopted in the future, smaller teams will be used in order to engage every pupil in the classroom; certain individuals may also be directly asked to answer if it appears that they are imitating another student (Assessment Reform Group, 1999). A weakness of formative assessment highlighted by Black and Wiliam (1998) was that learning had not been a criterion-based process and AfL Example 2 illustrates how creating success criteria collaboratively with the learners generates greater independence, resilience and motivation to meet the end goal. In future practice, distinct examples of work will be removed once the success criteria has been finalised in order to prevent the production of repetitive work and to promote unconstrained thinking. AfL Example 3 arguably produced the most positive outcome of the examples: as a consequence of the ongoing verbal and written feedback the time from assessment to action was diminished and students were able to engage in self-regulated learning, rarely requiring assistance as they became less dependent on the teacher (Andersson and Palm, 2017). Moreover, the combination of AfL Examples 2 and 3 in consecutive lessons produced extremely high engagement and independence levels across the class and served to illustrate the importance of mindful AfL planning and delivery. Formative assessment has been “infused” into educational policy internationally over the last two decades and its prevalence in the classroom is more than justified by researchers and the AfL Examples (Birenbaum et al., 2015).

The new curriculum for 2022 has placed considerable emphasis on the implementation of the three Cross-Curriculum Responsibilities: literacy, numeracy and digital competence. According to Donaldson (2015), the incoming curriculum structure must expand learner expertise in all three areas, while ensuring that “frequent opportunities to develop, extend and apply” these aspects are evident. Furthermore, as a consequence of regular cross-curricular themes, not only may subject barriers become disintegrated, but also the “knowledge and skills that pupils learn and apply in one area are used to reinforce and expand their learning in other areas” (Hayes, 2010, p. 384). In CCR Example 1, the instructional writing that had been included within a series of health and well-being lessons provided an ideal framework for similar work that was conducted the following week in literacy lessons. Learners were able to draw clear comparisons across the two subject disciplines and consequently this writing style had transcended subject barriers. Conversely, the numeracy work that was completed for health and well-being was not concurrent with the ongoing tasks in numeracy lessons; it was therefore ascertained that cross-curricular themes and activities integrate more smoothly and activate learners more effectively when they operate simultaneously.

Hayes (2010) also notes that cross-curricular themes often allow for “investigations that engage children’s imagination” and encourage initiative and self-enquiry. Similarly, the Rose Review (2009) argues that cross-curricular studies better enable learners to develop effective study as part of a self-disciplined, self-engaging process. The lesson featured in CCR Example 2 allowed students considerable freedom when creating their advent calendars: the cross-curricular elements of literacy and digital competency worked in harmony to allow near-total student autonomy. Learners had previously been provided with lots of information in literary forms and were encouraged during this lesson to further expand their knowledge through digital mediums. As a result, student independence and engagement levels were extremely encouraging, which was evidenced by their high standard of work. It could therefore be inferred that a cross-curricular approach not only serves to augment learner engagement, but can also create a classroom environment that engenders a

greater sense of independence and self-sufficiency. Moreover, the positive effects of Cross-Curriculum Responsibilities upon learner independence and inquisitiveness are analogous to that of AfL. On the other hand, the lesson in CCR Example 3, which attempted to promote digital competency in a literacy-based lesson, produced a focus on technology that proved greater than planned. Some students exploited the digital aspect of the lesson and consequently neglected the principal objective, which was to improve upon dictionary skills; nevertheless, high independence levels were still observed. These two examples illustrate that when planning for cross-curricular activities in lessons, a middle ground must be found; while every effort should be made to ensure that all three Cross-Curriculum Responsibilities are included, forcing all aspects into a lesson unnecessarily can occasionally produce unwanted results.

Besides the aforementioned links between formative assessment and cross-curricular approaches, researchers have also suggested that a fusion of concepts also supplements an authentic learning environment. A rich variety of experiences across the curriculum is likely to create more opportunities for authentic teaching and learning and consequently students are able to discover their passions and personal strengths more easily (Barnes, 2015). Moreover, Donaldson (2015) suggests that a maintained focus on the Cross-Curriculum Responsibilities would lead to a natural application of delivery, rather than artificially structured lessons and tasks. Rose (2009, p. 16) largely agrees with this link between cross-curricular themes and authentic learning, but goes one step further by arguing that marshalling content into well-planned, cross-curricular lessons allows learners to “use and apply what they have learned from the discrete teaching of subjects” in order to better understand key concepts and world matters. As a result, distinct subjects that perpetuate cross-curricular themes perhaps create a more authentic learning experience. In addition, the integrity of subjects is maintained, yet the fixed nature of subject boundaries is largely diminished. It could be suggested that this approach is inherently what the 2022 curriculum aims to achieve; Cross-Curriculum Responsibilities will be embedded both within and across all Areas of Learning and Experience (AoLEs), which will likely produce learning environments that contain a great deal of authenticity.

All three CCR examples illustrate that Cross-Curriculum Responsibilities are instrumental in raising pupil independence and engagement levels. The cross-curricular aspects of the lessons also worked successfully in allowing for and encouraging authentic experiences to be undertaken. In the future, it will not be necessitated that all three competences are to be included in every lesson taught; rather, cross-curricular tasks and concepts will be used practically in order to encourage active learner enquiry and to demonstrate important relationships between subject areas and skills. Additionally, where possible, cross-curricular elements of lessons will be selected based on coinciding content in other areas of the syllabus, in order to allow learners to make solid cross-curricular connections for themselves.

The final pedagogical principle that has been scrutinised in this portfolio is that of creating authentic contexts for teaching and learning. Donaldson (2015) suggests that learning must become more relevant and meaningful for learners in order to build transparent connections between school work and life beyond education. Moreover, Waters (2013) argues that students require constant examples and a sense of articulation of the real world, in order to become more aspirational and captivated; this would suggest that the relevance and authenticity that Donaldson strives for not only creates a relationship between school and the real world, but also provides students with a high level of engagement that would otherwise not be evident if their education were not so authentic. This increased level of engagement with content could be seen throughout AC Example 1: fundraising for Children in Need provided learners with a variety of authentic contexts and activities and all lessons in this series constantly captured the imagination of the whole class. Taking part in charity work allowed the students multiple opportunities to work with and learn about people from different backgrounds and generations, and the positive contribution to society gave learners a sense of momentous fulfilment (Waters, 2013). Additionally, planning work for students about cultures and concepts of which they would not normally be well informed piques interest and engenders inquisitiveness (Clayden et al., 1994). Donaldson (2015) concludes that learning should not be contrived, and in AC Example 1, the appropriate real-life activities consequently produced a sharp increase in learner engagement.

Linked to engagement, some research also suggests that authentic teaching and learning is

likely to produce more active learners. Relevant, real-life tasks help students to become “actively engaged in the learning process, rather than passive receptors of content knowledge” (Burke, 2009, p.10). Moreover, rich contexts and tasks that provide links to the world outside of school create a “powerful learning” process that could arguably not be achieved through an engineered teaching style (Smeets, 2005). Throughout AC Example 2, within which students learned about teeth and the dentist via a series of lessons, prior knowledge and practice was able to be drawn upon to create a more organic teaching and learning experience. Authentic photographs, examples and experiences were used in all lessons to equip learners with the ability to make clear connections between classroom work and professional life beyond education. In addition, students were given the opportunity to collectively brush their teeth using genuine resources and tutorials; compelling activities such as this were not only engaging for learners but ensured that they played an active part in their procurement of knowledge and skills. As a consequence, it could be argued that a more dynamic learning environment was utilised to encourage active participation throughout these lessons.

Another way in which learning can become more authentic is through the medium of Information and Communications Technology (ICT). As noted by Donaldson (2015), the internet provides practitioners with immense possibilities when planning for real-life content. The abundance of viewing information that is available to teachers and students offers a variety of perspectives that foster authentic learning environments (Smeets, 2005). In AC Example 1, learners used digital media to discover finer details about local charities, in order to persuade a family member to donate to their fundraising. A less authentic method of completing this task would have involved asking students to focus solely on the umbrella organisation, rather than seeking information about the local area; however, allowing learners the opportunity to freely explore the internet championed authentic learning in combination with digital competency. Furthermore, CCR Example 1 illustrates how using digital mediums in lessons led to a strengthened authentic learning experience: students engaged well with searching online databases, researching prices of fruit, and sourcing smoothie recipes. This series of lessons highlighted how digital competency not only supplements authentic contexts, rather it can often be the origin of the authenticity itself. Consequently, it could be concluded that genuine contexts require the use of the internet and its vast resources in order to fully establish an authentic teaching and learning structure.

Both AC examples, along with other examples in the portfolio, such as CCR Examples 1 and 2, emphasise the importance of having authentic contexts for teaching and learning where possible; not only does this increase relevance and engagement, but also provides learners with the opportunity to express themselves and independently strive for creative excellence. It could be suggested that the only major way in which the examples may be bettered in the future is to draw upon professional, real-life expertise in specific fields. For example, within AC Example 2, enlisting a dental practice employee to be present for a lesson would further enhance learner ability to forge links between classroom content and its real-life application. More importantly, what the AC examples demonstrate is that authentic learning is not especially difficult to plan for or to execute. Authentic activities are effectively the ordinary practices involved with the specific lesson theme (Burke, 2009). As seen, the best way to learn about charities was simply to undertake activities that raised money and investigated the positive effects of fundraising. In the future, therefore, authentic experiences will not need to be forced into lessons as they will materialise naturally during both the planning and implementation stages.

Across the portfolio, some recommendations for further personal development with specific relevance to the three featured pedagogical principles can be deduced. The contrasting AfL Examples 1 and 2 demonstrate how certain AfL strategies work better in smaller, differentiated groups; the groups do not necessarily need to be arranged by ability, but focusing on individual or small group work produces a more in-depth formative assessment. In terms of Cross-Curriculum Responsibilities, CCR Example 3 proves that all three elements are not required in every lesson, rather they should only be included where convenient and organically integrated. Moreover, CCR Example 1 illustrates that when a series of lessons within the same theme comprise all elements, it is more tangible for learners to make strong connections between them; consequently, this method of cross-curricular interweaving will be used regularly to effectively practise this pedagogical principle. Finally, AC Examples 1 and 2 have not only proven that planning for authentic contexts is a relatively straightforward process that comes naturally, but they have also shown the importance of

authenticity in providing learners with relevance, curiosity, aspiration and real-world examples. Therefore, in future teaching practice, authentic learning shall transpire whenever possible.

Critical Reflection Word Count: 3004

Reference List

Friday, December 13, 2019 5:33 PM

- Andersson, C. and Palm, T. (2017) 'Characteristics of improved formative assessment practice', *Education Inquiry*, 8(2), pp. 104-122
- Assessment Reform Group. (1999) *Assessment for learning: Beyond the black box*. London: Qualifications and Curriculum Authority
- Barnes, J. (2015) *Cross-curricular learning 3-14*. 3rd Ed. London: Sage
- Birenbaum, M. et al. (2015) 'International trends in the implementation of assessment for learning: Implications for policy and practice', *Policy Futures in Education*, 13(1), pp. 117-140
- Black, P. and Wiliam, D. (1998) 'Assessment and classroom learning', *Assessment in Education: Principles, Policy & Practice*, 5(1), pp. 7-74
- Black, P. and Wiliam, D. (2009) 'Developing the theory of formative assessment', *Educational Assessment, Evaluation and Accountability*, 21(1), pp. 5-31
- British Educational Research Association [BERA] (2018) *Ethical guidelines for educational research*. 4th Ed. Available at: <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018> (Accessed: 15th December 2019).
- Burke, K. (2009) *How to assess authentic learning*. 5th Ed. California: Corwin
- Clayden, E. et al. (1994) 'Authentic activity and learning', *British Journal of Educational Studies*, 42(2), pp. 163-173
- Donaldson, G. (2015) *Successful Futures: Independent review of curriculum and assessment arrangements in Wales*. Cardiff: National Government of Wales
- Estyn (2014) *Estyn Inspection Report [of School X]*. Available at: <https://www.estyn.gov.wales/provider/6703309> (Accessed: 5th December 2019)
- Hattie, J. (2012) *Visible learning for teachers: Maximising the impact on learning*. Abingdon: Routledge
- Hayes, D. (2010) 'The seductive charms of a cross-curricular approach', *Education 3-13*, 38(4), pp. 381-387
- Heritage, M. (2018) 'Assessment for learning as support for student self-regulation', *Australian Educational Researcher*, 45(1), pp. 51-63
- Marshall, B. and Drummond, M. (2006) 'How teachers engage with assessment for learning: Lessons from the classroom', *Research Papers in Education*, 21(2), pp. 133-149
- Rose, J. (2009) *Independent review of the primary curriculum: Final report*. London: DCSF Publications
- Smeets, E. (2005) 'Does ICT contribute to powerful learning environments in primary education?', *Computers & Education*, 44(3), pp. 343-355
- Waters, M. (2013) *Thinking allowed on schooling*. Carmarthen: Independent Thinking Press
- Welsh Government (2019a) *Draft Curriculum for Wales 2022: April 2019*. Available at: <https://hwb.gov.wales/storage/4373f5ea-f77e-4b10-a20f-4b06eb02f6a0/draft-statutory-guidance-languages-literacy-and-communication.pdf> (Accessed: 4th December 2019)
- Welsh Government (2019b) *My Local School [for School X]*. Available at: <http://mylocalschool.gov.wales/School/6703309?lang=en> (Accessed: 4th December 2019)
- Wiliam, D. and Thompson, M. (2008) 'Integrating assessment with learning: what will it take to make it work?', in Dwyer, C. (ed.) *The future of assessment: Shaping teaching and learning*. Mahwah: Lawrence Erlbaum Associates