

# Overview

06 January 2020 18:17

Student name: Hope Morgan

Student number: 1900707

Assignment title: A portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Pathway: TAR Cynradd

Link to OneNote: [https://uowtsd-my.sharepoint.com/:o/g/personal/1900707\\_student\\_uwtsd\\_ac\\_uk/EgoCXIF8OdpAknsCLJW7dYgBLt1R71yQSC02rsIJyPinAg?e=g94h7u](https://uowtsd-my.sharepoint.com/:o/g/personal/1900707_student_uwtsd_ac_uk/EgoCXIF8OdpAknsCLJW7dYgBLt1R71yQSC02rsIJyPinAg?e=g94h7u)

Pedagogical principles chosen:

Good teaching and learning means employing assessment for learning principles.

Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.

# Critical Reflection - Introduction

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## Introduction to the school

The Vale of Glamorgan houses Ysgol Sant Curig which has 425 students, including nursery (Estyn, 2018). The school is situated within a deprived area, however, 11% of students receive free school meals which is lower than the national percentage of 18% (Estyn, 2018). Although Estyn's (2018) report states a quarter of students come from Welsh speaking homes, the headmistress stresses that this is simply not true, and the percentage is far lower than this. At the time of the Estyn report in November of 2018, 14% of pupils had additional learning needs, which is lower than the national average of 21% (Estyn, 2018).

I was situated in the reception class during collating this portfolio, the students within this class are either four or five. 56 students within reception are equally shared between both classes. There are two teaching assistants in reception and two teachers, they are split evenly between both classes. Nine students in my class received free school meals. There are no students with any additional learning needs.

The students within my class were split into groups depending on their ability. Each group had seven members. Seven of the nine students that received free school meals were in the class teacher's target group. The two other students were in a higher ability group.

## Introduction to the pedagogies chosen

The three pedagogic principles that will be discussed in relation to the class as mentioned above are:

Good teaching and learning means employing assessment for learning principles (Donaldson, 2015),

Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them (Donaldson, 2015),

and

Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking (Donaldson, 2015).

Not only do these three principles relate to one another, they consistently overlap, and difficulties are encountered when trying to separate these principles fully. Teaching using cross-curricular lessons is unavoidable, language, mathematics, sciences and history are impossible to separate. Assessment for learning applies to every part of the lesson; experienced teachers confidently and consistently reassess their students. A varied blend of teaching techniques is also consistently used within the lessons and therefore, will connect continuously to assessment for learning.

Having read *Beyond the Black Box (Assessment for Learning: Beyond the Black Box, 1999)*, I considered the seven characteristics that were highlighted as having vast importance in assessment for learning. From these seven characteristics, I chose two to consider further within my literature review and within my examples.

# Literature discussion – Good teaching and learning means employing assessment for learning principles.

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## "Embedded in the teaching and learning experience" (Broadfoot et al., 1999)

Through studying such influential texts such as *Inside the Black Box* (Black and Wiliam, 1998), *Beyond the Black Box* (Assessment for learning: Beyond the Black Box, 1999) and *Inside the Primary Black Box* (Harrison and Howard, 2009), one can understand how embedding assessment for learning throughout both the students' own experiences as well as a teacher could be useful. Harrison and Howard state that: "Encouraging children to see their work as "under construction" rather than reaching a final product will help them to make appropriate gains over a period of time." (Harrison and Howard, 2009). This, however, might not be only useful to students but also to teachers. As lessons are constantly evolving, one could consider this relevant to their own lesson plans as I have throughout the year. Some of Didau's work, although critiquing assessment for learning supports this very notion. Didau states: "...then we could tell them (students) that it might take them weeks to wrap their heads around such troublesome knowledge... that there is no expectation for them to "get it" in the next hour or even next week" (Didau, Bjork and Wiliam, 2016). Through embedding this thought process, the vastly popular "growth mindset" (Muncaster and Clarke, 2016) is introduced into assessment for learning. Supporting this, Dweck states: "Individuals who believe their talents can be developed... tend to achieve more than those with a fixed mindset" (Dweck, 2019). However, if one is to assess within the lesson/after completing activities etc, one must also consider Didau's statement: "...there's no meaningful way to assess what pupils have learned during the lesson in which they are supposed to be learning it. You cannot see learning; you can only see performance" (Didau, Bjork and Wiliam, 2016). If one was to ask "fat questions" (Harrison and Howard, 2009), to attempt to "assess what pupils have learned", they might not receive answers from every student. However, there are techniques to try and combat this described in *Inside the Primary Black Box* (2009).

## "Providing feedback which leads the learner to recognise the next steps and how to take them" (Broadfoot et al., 1999)

When considering feedback, one must draw attention to Hattie and Timperley's paper from 2007 which states in the abstract: "Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative" (Hattie and Timperley, 2007).

According to Hattie's meta-analyses *Visible Learning in 2008*, feedback is the most effective teacher intervention tool available and should be used as such. Black and Wiliam state: "For assessment to be formative the feedback information has to be used" (Black and Wiliam, 1998). However, to use feedback correctly to increase the amount of impact it has, is challenging. Studies have found that feedback given immediately can improve acquisition, but the information will not be held long-term. (Didau, Bjork and Wiliam, 2016).

Juxtaposing this, another study discovered that if feedback was given with a delay for "easy items" it had a negative impact but, had a positive impact on "difficult items" (Didau, Bjork and Wiliam, 2016). This could be worth consideration in future lessons, this could also increase the student thinking time and allow them to consider their work over several hours/days.

Didau also draws attention to Hattie and Timperley as according to their paper, "Feedback should only provide information on correct responses, only be given on simple tasks and make you feel good" (Didau, Bjork and Wiliam, 2016). Surely one may argue, as Didau does, that this is not realistic for all areas of feedback. Although

this might be worth consideration, it could be very difficult for teachers to stick to this strict rule.

## Literature discussion – Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them

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The benefits of cross curricular experiences and learning opportunities have been documented thoroughly. However, it does face some criticism. By teaching across the curriculum and connecting to real life experiences, some students might be at a disadvantage. While some students have, what would be traditionally considered as a wonderful upbringing, others might face more difficult challenges such as poverty or even gang rivalry. These differences in upbringing and life experiences could therefore affect the effectiveness of cross curricular teaching (Barnes, 2015).

Although critical of cross curricular teaching and learning, Barnes does support the idea of cross curricular teaching, to some extent. He argues that his book is not written to promote the idea that every school and every teacher should be cross curricular, rather the methods of cross curricular teaching could be "...highly motivating and for most students provide a learning context that can be easily made relevant" (Barnes, 2015). Kerry (2015) also argues that students would benefit from a cross curricular experience. He explains that teachers and students need to agree on the students' learning path as students are interested in what they are being taught, and why (Kerry, 2015). This also agrees with Donaldson's drafted framework for Wales in 2022 as the students will impact the decisions made.

A different point of view is also used to critique cross curricular teaching. As cross curricular teaching does not educate in traditional "subject" lessons, many schools that have implemented cross-curriculum lessons have moved towards project-based learning, an example school could be Bealings Primary School in Woodbridge (Christodoulou, 2014). These projects could involve several traditional "subject" areas at once while allowing the students to create their own authentic experiences and real-life connections. Christodoulou argues that while schools set these projects for students, the schools "do nothing to teach it" (Christodoulou, 2014); she argues that there is no passing of knowledge between the students and the teachers and therefore the students would not be successful in their projects. Christodoulou continues by arguing that the amount of new information the students receive while attempting to complete a project will "overload their working memory" (Christodoulou, 2014).

## Literature discussion – Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.

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Although transferable skills are now taught throughout schools and have also entered university degrees and job applications, one must wonder whether teaching these skills is a valuable use of time. Miliband (2003) argues that it is, having stated, students need to learn “...how to learn in preparation for a lifetime of change”. However, Christodoulou (2014) questions the necessity of teaching skills such as critical thinking and problem solving stating that “time spend on activities that supposed to build transferable skills is time not spent on learning that will actually build transferable skills” (Christodoulou, 2014). Christodoulou argues throughout that knowledge is essential and many students are not being taught that knowledge, meaning transferable skills would be rendered useless. Christodoulou also draws attention to some of Hirsch’s (1987) writing.

Arguably, psychology lays a large part in teaching and learning as the students’ minds are changing and growing so quickly. Claxton, a psychologist, states that teaching transferable skills, such as those mentioned above will allow students to “get better qualifications” and it will make teaching “easier and more satisfying” (Claxton, 2010). Claxton’s theories focus at building “learning power” (Claxton, 2010) and the necessity of knowing how to learn. However, would these skills still be as useful in different situations away from the classroom? Hirsch disagrees. Although an older piece of writing, it is still arguably necessary to this debate. Hirsch proclaims that “When the configuration of a task is significantly changed, pass skills are not transferred to the new problem” (Hirsch, 1987). By claiming that transferable skills are not passed from task to task, Christodoulou’s argument is supported fully, and the transferable skills could therefore be rendered useless by some.

# Critical Reflection

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## Assessment for Learning

I do not believe that assessment for learning is something only relevant to my students and my lesson plans. This should also be built into my own reflection. When reflecting every week with my class teacher and after every lesson, I should be utilising the same techniques I am trying to teach my students. I need to consistently reflect on lessons and targets, consistently re-evaluate where I am in accordance with these targets and whether I can move forward to the next. In the future, not only will I work to embed assessment for learning within my lesson plans but also within my mentality while teaching and reflecting.

One of my first lessons was one of my most successful regarding assessment for learning. Through planning a Presentation, Practice, Production (PPP) style lesson, I was able to assess the students confidently, help the students reach their next target, and reassess at the end. I knew that the students had been struggling with counting. Some struggled to count past three, others past five and some could count to ten, but were wary past seven. This was not a difficult lesson to plan and implementation was easier than others however, I wanted to experiment with styles as I had used PPP before the PGCE. In the future, I might use this lesson style again as it was very successful in *assessing* the students.

As I have been teaching with four- and five-year olds, providing feedback has been different to what many might expect. Before beginning teaching, it was recommended by the class teacher that as a form of feedback I gave happy faces and ticks students' books to ensure they knew they were working hard and working well. I was also told to ensure that I gave some informal feedback while on the mat after the activities have finished. This usually included purposeful questioning, which is a crucial element of assessment for learning, through using what *Inside the Primary Black Box* would refer to as "fat questions". After asking these questions students would have random applause and if they had worked well throughout the lesson that moved up the behaviour chart. Providing feedback in such an understandable way for young students was highly effective and motivated not only their work but, behaviour also.

## Cross Curriculum Responsibilities

One area that was not able to be met frequently was the development of digital competency. While working with the students in reception, there was unfortunately a lack of technological devices. Therefore, there was one lesson only where technology was used. This was the first lesson for the children on the Chromebooks and they thoroughly enjoyed. They focused on making the size of the paint brush larger and smaller and clicking on the touchpad. During this lesson, technology was not the only focus. Art supplies were also used in order to spell names. The majority of the children are still struggling to spell their names and recognise their names and this was a good opportunity to implement a blend of approaches as well as cross-curriculum responsibilities all based on bonfire night. However, I am mindful of the criticism it faces, especially points made by Christodoulou. Christodoulou (2014) argues that knowledge might not be taught in a cross-curricular lesson. I will work to ensure that the necessary knowledge is transferred.

Another lesson where I believe cross-curricular responsibilities were met was during a language lesson based upon *We're Going on a Bear Hunt*. This lesson included recognising letters, pencil control (and holding pencils correctly), thinking creatively, problem solving and a creative corner. The lesson was highly successful, and the cross-curricular experience had the children asking for more of the same lesson.

Although coordinating all the different elements was difficult to do in the planning stage, the lesson was worth it. The children could recall answers when I was asking for feedback on the mat and the recognition of letters improved, more for some than others.

Cross curricular skills were also pursued in different avenues. While teaching an anti-bullying/good friends lesson, I was able to include emotional literacy, language, communication, expressive arts (in the form of acting) and pencil skills. There was also a small amount of maths involved as well as recognising colours. The cross-curricular lesson could have been extended to other activities and over multiple days; however, I know that only with hindsight. I believe the pedagogic principle of cross-curricular teaching was met however, it could have been improved upon. A cross curriculum lesson was preferable after reading Barnes (2015) and Kerry (2015). However, I was still aware of the criticism, such as that given by Christodoulou, and so was cautious with the amount of cross-curricular activities I planned. In the future, I would extend these activities.

### Blend of approaches

While teaching such young students, including a blend of approaches was necessary to hold the entire class' attention. For example, during a mathematics lesson involving recognizing money, I created difficult jigsaws for the students to complete. Some enjoyed the challenge and became creative in the way they played, others however, did not enjoy nor did they complete the jigsaws. The students were exposed to the different shapes and colours of small change, which was a success as the students are not asked to do more than recognise money at this age in the curriculum. I intend to continue these problem-solving and creative tasks with the older students when I re-enter the classroom; however, I will also be aware of criticism that states the students will be unable to transfer these skills to other tasks, (although this is also disputed by psychologists, such as Claxton,) and will therefore be aware of being timely with these activities.

During a *We're Going on a Bear Hunt* lesson the students had to problem solve and think creatively to find clues on a treasure hunt. Through making a lesson interactive and moving outside of the classroom and being creative, the students were able to recall the lesson for weeks after, this showed me that by using these skills and allowing students to explore these skills, they could be more memorable lessons; of course, with young students, this is the key aim.

In other lessons I attempted to develop the students' critical thinking skills by asking them for feedback on each other's work. Although, this was slightly less successful than what was being aimed for, the students enjoyed showing their work to each other and beginning to develop their critical thinking. The students were able to describe what was good in each other's art but, were not so able to describe what could be done differently in the future. This was slightly harder to implement and practise as the students did not understand the critical thinking element of the lesson yet, however, I would continue to persevere as given the opportunity, the students might give an answer in the future.

# Conclusion and Recommendations

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Assessment for learning, cross curricular lessons and transferrable skills all overlap and intertwine. These pedagogic principles give trainee-teachers areas of learning and teaching to explore with clarity.

Although I feel as if I have gained confidence in the skills above, one must also reconsider the vitally important quote stated by Hayes:

“When trainee teachers begin teaching, they go into their first session clutching a lesson plan like a lifesaver...” - Hayes (2012).

In the future, as my confidence and experience grow once again, I hope to let go of the lesson plan slightly more and can follow the students’ own interests within the lesson. I hope to also develop a deeper understanding of each of these overlapping principles of pedagogy.

In the future, I hope to spend a reasonable amount of time on transferable skills, as I am now going to be placed with older students, it is possible to push these skills further than what was achievable with the three- and four-year olds. As the new framework is looming, cross curriculum responsibilities are growing for teachers and although my new class are still taught in traditional hour-long subject blocks, I hope to teach some cross-curricular lessons and find a good balance, something that only comes with experience. I also will work to ensure that assessment for learning is not only included in the lesson plans but also in my reflections. This could be completed by using a “comments” section on the end of every weekly plan. I could therefore feedback to myself what worked and what did not, where I need to go and how I need to get there to reach my targets. Not only will I attempt to allow the students to see their work as “under construction” (Harrison and Howard, 2009) but also to include my work and my lesson plans in that, too.

Remembering both the praise of assessment for learning and the criticism, I will work to use this technique from the first lesson with my new class when I return to the classroom, utilising feedback, ensuring to share goals (and create goals) with the students and continuing to ensure that assessment for learning is thoroughly embedded within my lessons.

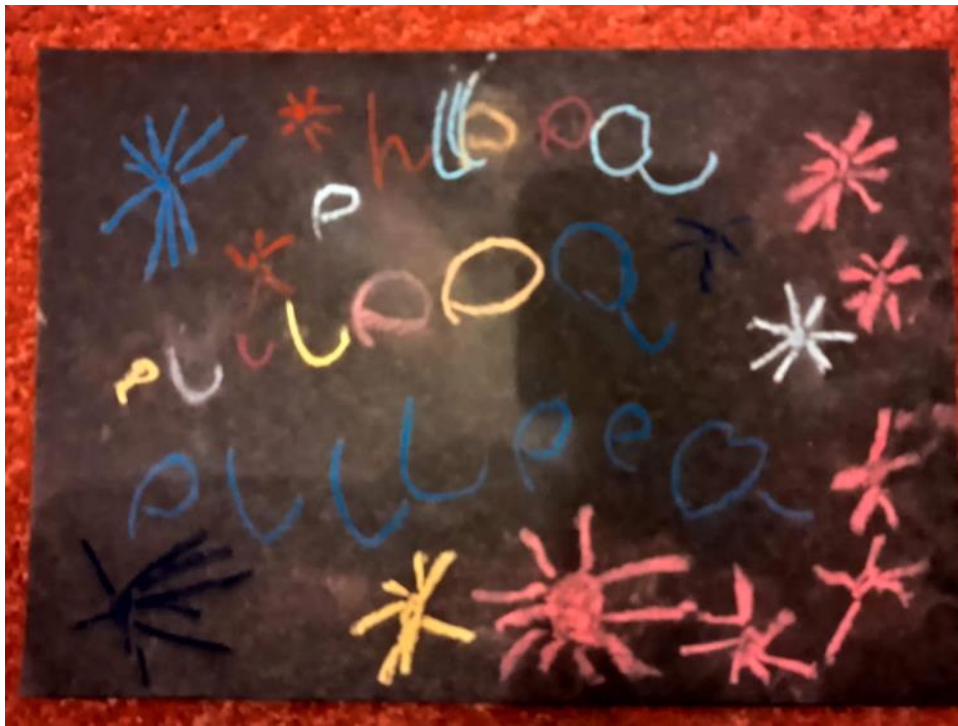
# Cross curricular responsibilities - example 1: Fireworks

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As you can see below, the students worked to create images of fireworks on the Chromebooks by using jit2easy. The students also worked to create a starry night sky and were tasked with counting as many stars as they could, some of the students however decided to make shapes/letters out of the star stickers. This therefore became more cross-curricular once again and gave a good idea for improvement in the future. While working with me, the students were focussing on holding the pastels (soft chalk) correctly and attempting to write their names. They were then able to create different images of fireworks and they worked on their language skills by describing the fireworks to me and each other. They also worked to compare the fireworks to their friends' work and developed their language more than what I was anticipating.





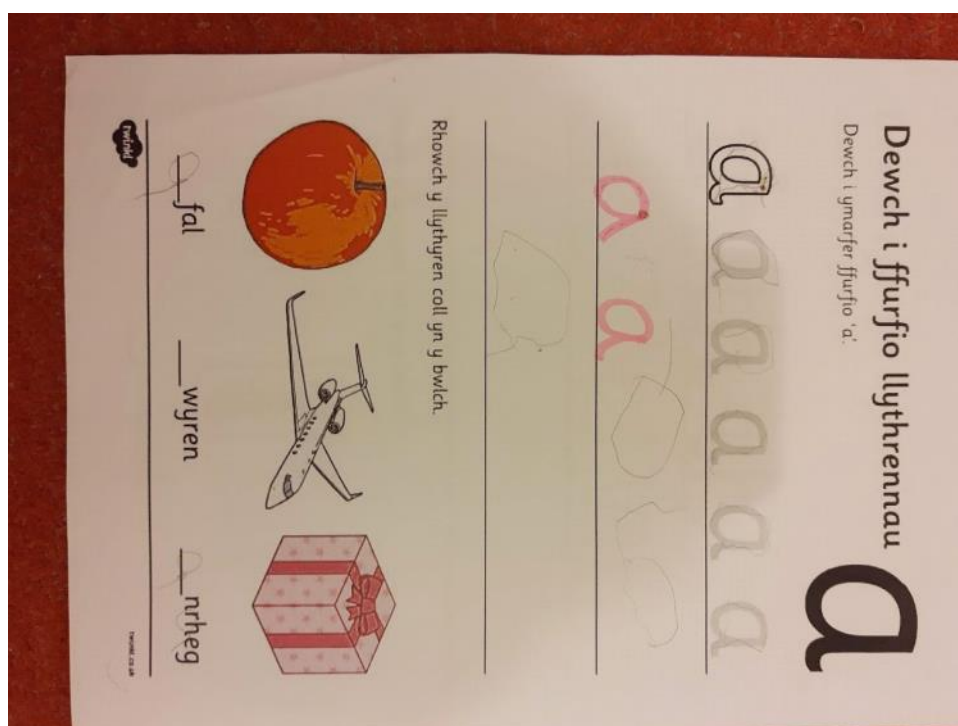


## Cross curricular responsibilities - example 2: *We're going on a bear hunt*

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Letters and language skills were used as part of a treasure hunt. To go on the "treasure hunt" The students had to successfully revise letters that were differentiated for each group. The lower level groups focused on the letter "a". The middle-top group focused on the letter "r". The top group only focused on letter "th". Not only was the activity allowing them to hold pencils correctly, but also bringing in familiarity with different words. Sometimes words that included that letter (top groups more than others) and sometimes words that began with that letter. This activity also involved counting (counting the number of sheets, counting how many letter "a" are on the sheet, etc), and physical movement, creative thinking and problem solving (while on the treasure hunt).

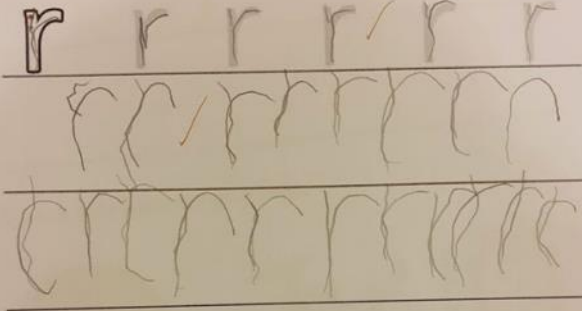
On another table an area had been set up with artificial grass, toy people and bears. No instructions were given to the children as to expectations with this table. According to the new framework, children should lead learning and so that is what was allowed to happen during this activity. Some children were heard to be counting the bears, others were taking part in imaginative play, some said the table was not appropriate for the game they had created and therefore they needed to move to the floor. By communicating such an idea, the children were working on their language and communication skills.



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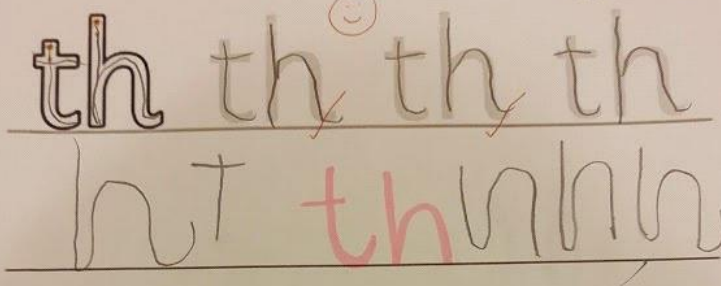


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# Dewch i ffurfio llythrennau

Dewch i ymarfer ffurfio 'th'.

# th



Rhowch y llythyren coll yn y bwlch.



## Cross curricular responsibilities - example 3: Good friends/anti-bullying

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By using sheets such as the one below, the students were working on developing their emotional literacy, the importance of which is highlighted by Bruce (2010). During this task, the students were not only working on their language, communication and emotional literacy, but also mathematics as they counted different objects in each of the images. To challenge the top groups, they were asked to act out different emotions and have others guess the emotion they were acting. Although simple cards, they opened up a host of opportunities for cross-curricular experiences. Following this activity, the children would colour (similar images to the one below) and would be reminded of how to hold a pencil and be given expectations to meet.



# Blend of approaches - example 1: Money

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The blue lines cutting through the piece of money above, show where the guillotine was used to create a jigsaw. These jigsaws were placed along with a full image on a table so the children could attempt to complete them. I was aware during a planning session that I had made these jigsaws difficult; however, I wanted the children to try and complete these jigsaws to develop their critical and creative thinking. These jigsaws were mainly used to expose the children to the look and colour of money as it was only their second lesson on money.

## Blend of approaches - example 2: *We're going on a bear hunt*

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Following reading the story to the children, we began a treasure hunt. This included hiding a plain version of the worksheet the students would have completed (picture below) and something beginning with the letter they were revising. These sheets were simple yet effective. For example, the groups revising the letter "a" would have an "afal/apple" next to the worksheet along with the "treasure". The students not only had to use their communication and language skills, but also problem solve, they had to think creatively and critically to find the piece of treasure. While sat in the classroom completing the task (before going on the treasure hunt), the students were contemplating where the treasure could have been hidden, where it could have been hidden. They debated over different areas of the classroom and outside where it could/could not have been hidden effectively. These debates clearly showed me that their transferable skills were being developed.

**Dewch i ffurfio llythrennau** **r**

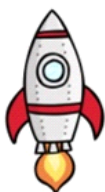
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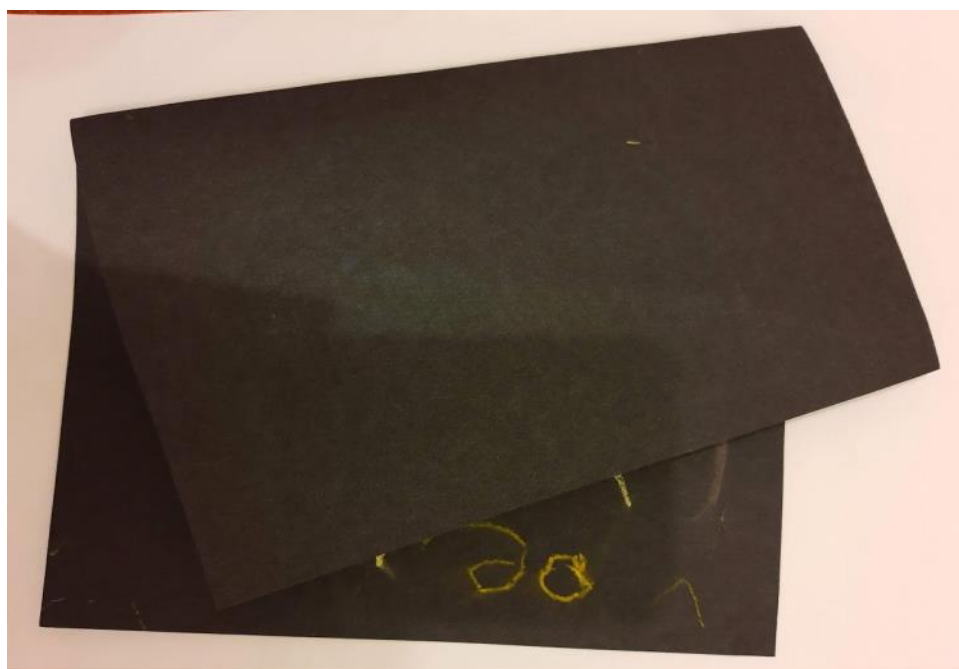
 

## Blend of approaches - example 3: Fireworks

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The students had an opportunity to problem solve, think critically and creatively when the pastels (soft chalk) first appeared. They were asked to consider whether they wanted to draw with the chalk, smudge, use both sides of the paper or one side. They were also asked what the issue could be by using both sides of the paper (could smudge on other students' work). These problem solving skills were only used for a few minutes but every group came back with different answers showing how carefully they had thought about the issues. Some students said they would fold the piece of paper so their work would not smudge on anyone else's work. They also said they would like to smudge, but sleeves would have to be rolled up first. Although simple answers, they show a use of the skills that I was attempting to include within my lesson.

I had planned for the students to feedback to one another what was good and what they could do differently in the future to do with their chalk creations (pictured below). However, this was not the most effective activity as the students had not experienced this activity previously. The students were not as engaged nor were they willing to feedback the positive at all. However, the students still had a chance to think creatively as they showed each other their work and described the different elements.

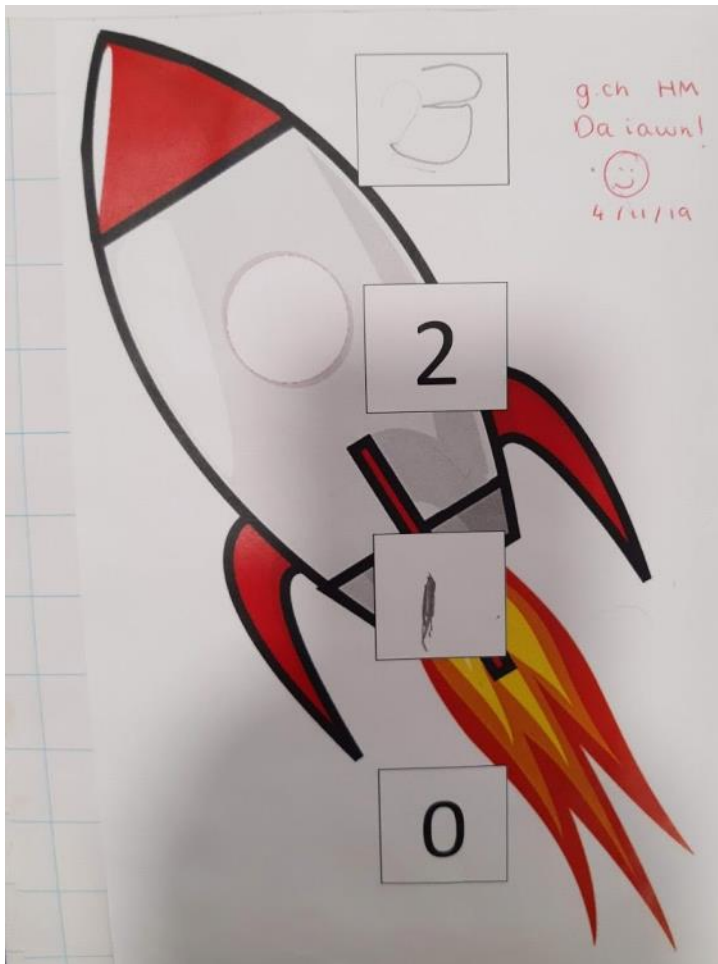


# Assessment for learning - example 1: Embedding assessment for learning

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| <p><b>Cyfnod agoriadol</b><br/>(gyda chysylltiadau â dysgu blaenorol)</p> <p><b>5 munud</b></p> | <p>PowerPoint roced – “beth yw hon? Pa llw? Ydyd chi’n gwybod pwy sydd mewn tu fewn? (gofodwr-astronaut) “Ble mae’r roced yn mynd?”</p> <p>Fideo – tua 1:19, “Ydyd chi’n gwybod beth sydd angen i ofodwr gwneud er mwyn “blast off”?” (cyfri i 10), “Gawn ni ymarfer bod yn roced a chyfri i 10, pawb ar eu traed...” (Asesu ar Gyfer Dysgu)</p> <p>Tro yma, rydyn ni am helpu’r gofodwr cael “blast off” gan gyfri i 10 i helpu nhw” (Dangos clip fideo)</p> |         |         |         |         |       |         |         |       |       |       |         |         |         |       |       |         |         |         |       |       |
| <p><b>Addysgu a Dysgu Craidd</b></p>                                                            | <p>Cylchdro:</p> <ol style="list-style-type: none"><li>1) HM – Roded cyfri wedi gwahaniaethau ar gyfer grwpiau priodol. Her werdd – Wyt ti’n gallu cyfri heibio 10?</li><li>2) JB – Trefnu a gludo roced (rhifau) – wedi gwahaniaethu ar gyfer grwpiau penodol</li><li>3) Creu roced o duplo a chyfri nifer o flociau sydd (llawr – ffrynt y dosbarth)</li><li>4) Stiwdio – lliwio – tafflen 1-10</li></ol>                                                   |         |         |         |         |       |         |         |       |       |       |         |         |         |       |       |         |         |         |       |       |
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| Petryal                                                                                         | Triongl                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Sgwâr   | Cylch   |         |         |       |         |         |       |       |       |         |         |         |       |       |         |         |         |       |       |
| <p>Adborth llafar – cofia rhoi</p>                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |         |         |         |       |         |         |       |       |       |         |         |         |       |       |         |         |         |       |       |
| <p><b>Sesiwn Gloi</b></p>                                                                       | <p>Asesu ar Gyfer Dysgu – all wneud roced cyfri (blast off), unwaith heb fideo ac unwaith gyda, gofyn unrhyw gwestiynau priodol.</p> <p>Adborth Amyddoe – defnyddio’r PowerPoint i gyfri gwrthrychau.</p> <p>Symud unrhyw un priodol i’r seren aur.</p>                                                                                                                                                                                                       |         |         |         |         |       |         |         |       |       |       |         |         |         |       |       |         |         |         |       |       |

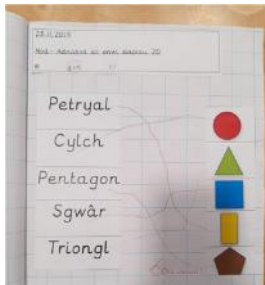
Through first assessing what the students knew at the beginning of the lesson, I could then proceed to differentiate adequately during the main task. During the introductory stages, I watched the learners carefully as they were counting and "blasting off" with the rocket to assess whether anyone (that I was not expecting to) was finding the task difficult. However, during this time, I believed that I had differentiated effectively (I had support from the class teacher also) and so kept the tasks that were planned for each group the same. Throughout the room, there were different tasks focusing on recognising numbers. However, my task was the focus group and every student had a rocket glued into their book with numbers missing (please see below). The differentiation allowed me to challenge each student in different ways and continuously reassess the children. The end of the lesson ended by repeating the introduction (counting to help the rocket have "blast off"), but also, we counted objects on the screen. Some of the children, I had noticed, were not confident in counting when the numbers were not in a particular order. Therefore, I used a PowerPoint I had created just in case of this situation following my class teacher's feedback and had the children count different objects.



# Assessment for learning - example 2: Feedback

06 January 2020 18:34

Before I started teaching in reception, I was told by my class teacher not to give much written feedback. The feedback in books typically consisted of a happy face and a few ticks. This is to decrease the amount of red pen the students see throughout their books and to see marking as a good thing, not something to be feared. The feedback also typically consists of a small encouraging comment, such as, "good job!"/"well done!". However, the students cannot read yet and so before I began teaching, I was shown that as the teacher marks the work, she is stood next to them, giving them praise and telling them what was being written.



# Assessment for learning - example 3: Feedback

06 January 2020 18:35

At the end of a Christmas themed art lesson, I used the students' creative work as examples and asked the class for feedback, both positive and what could change in the future. Although using this technique in the past had been challenging in the past, this worked well. The children enjoyed giving feedback to each group and through using "fat questions", not only were the children describing what they had created on the giant gingerbread man but also, what the gingerbread man might be doing etc.

As the children were giving such valuable feedback, I allowed discussions to take place and tried to work on language wherever possible. The children then started discussing the body and parts of the body. The focus was then shifted towards parts of the body and revising naming these body parts in Welsh. Following this small activity, the class teacher stated the review of body parts was needed as she had not studied body parts with them for a few weeks. From this small activity she was able to gain knowledge over who might need some extra support to learn parts of the body in Welsh.

Not only was this a good example of using and giving feedback, but also, it was cross-curricular. Although, this closing time was not planned for a cross-curricular science, maths and language lesson, the children lead the learning and they remembered this information for days after.

|                |                                                                                                                                                                       |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sesiwn<br>Glot | Edrych a thrafod llythrennau "pwy" ymaeth<br>hyn? Sut ymaeth chi...?" y dyddion sinir enfawr.<br>Gofyn coestynau ieu ( <a href="#">Inside the Primary Black Box</a> ) |
|                | Gofyn a hollant nhw wrando ar gan Cyo eto, chwarae<br>eto a cheisio ennyd mwy o eirfa.                                                                                |
|                | Cloed i uneddyr kiant, symud fr seren aur - gofyn i<br>JB/UK hefyd.                                                                                                   |

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