

Assignment structure ECAD5011

Introduction – provide an overview of the aims of your assignment in the opening paragraph.

Introduce the pupil/pupils and provide the context.

(Pupil/group of pupils – choose a specific pupil or group of pupils in KS2 (aged 7-11). These can be real or imaginary pupils. If using real pupils then ensure anonymity at all times for them and their school. Please acknowledge this and give them pseudonyms e.g. Bella, Trinity Primary School etc. Provide the context for your pupil/s, e.g. age, gender, level of development and any other relevant information. You may want to use the pupil profiles provided during the module (Idris and Ella) as a model for presenting this information.)

Give a concise overview of your chosen intervention, explain what it is and why you chose it – focus on skills/knowledge/ understanding etc.

(approx. 400 words)

Main body – elaborate on how children learn and develop within your chosen aspect e.g. behaviour, wellbeing, literacy etc. and link to theory.

(Learning and development – demonstrate your knowledge and understanding of how children learn and develop within your chosen aspect e.g. social, physical, emotional, language skills etc. Refer to key theorists explored during the module (particularly those discussed in the child development sessions) and support this discussion further with references to background reading.)

Elaborate on your chosen intervention – explain how you would implement it and who would be responsible e.g. teacher/support assistant/parents/outside agencies etc. Then evaluate your intervention, considering its strengths and possible limitations.

(Reflect critically - discuss why you chose the intervention for your particular pupil/group of pupils and then evaluate it, discussing its strengths and possible challenges e.g. resources, cost, time etc. Refer to personal experiences e.g. PTE 1 and PTE2, and any other professional or personal experiences e.g. family, friends etc. OR refer to Estyn Improvement Resources (<https://www.estyn.gov.wales/improvement-resources>) to support your discussion.)

Consider its implications for both teaching and learning. Evidence this if possible but avoid using website material that promotes particular resources as these may be shared for commercial purposes.

Keep a clear focus on your chosen pupil/pupils throughout.

(approx. 1,950 words)

Conclusion – draw your discussion together and identify the next steps for consideration for both the pupil/pupils and staff e.g. could this intervention be rolled out across the whole school? Could parents be included? Do you/staff need further training etc.?
(approx. 400 words)

Presentation

- i. Underpin the discussion with references to background reading and research and follow the University's Referencing Guidelines Handbook for this (https://uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/library-and-learning-resources/infoskills/Harvard-eng_v.1.2.pdf).
- ii. Use the assignment submission template (available on Moodle - see guidelines on <https://www.youtube.com/watch?v=qCr9vFmqHFU> and remember to include targets from your previous assignment and how you have met these in this particular piece of work.
- iii. Write in a formal, academic style except when reflecting on experiences, when the first person of the verb is acceptable.
- iv. The assignment will 'flow' better without subtitles but use a limited number if this helps the organisation of the assignment.

How can I improve my marks?

- i. Read the generic assessment criteria for level 5 (available at the end of the assessment specification sheet on Moodle). Identify which column your marks are generally for level 5 assignments. Read the columns to the right to see what the expectations are for a mark within the higher categories. Aim to include these elements within this assignment.
- ii. Re-read the assessment specification guidelines on Moodle, and particularly pages 2, 3 & 4 and the 'guidance specific to this assignment' sections. Make sure all these elements have been included within your assignment as these will be the criteria used by the marking team when marking your work.

Further support

- E-mail mbowen@pcydds.ac.uk