



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

MODULE HANDBOOK

ECAD5001

Pedagogy in Practice 2: Assessment for Learning

**BA PRIMARY EDUCATION
with Qualified Teacher Status**

LEVEL 5

FACULTY OF TEACHER EDUCATION

2018-2019

1. Points of contact

If you need to discuss anything relating to the module contact:

Module coordinator

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Note: In addition, staff members of partnership schools, including head teachers, senior mentors and class mentors, contribute to the Professional Teaching Experience module.

Module team:

Catharine Bleasdale (CB)

Catherine Morgan (CM)

Tom Cox (TC)

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Rachel Wallis (RW)

Ceri Lewis (CJL)

2. Our expectations

We hope that you will enjoy the module and programme and are here to help. As you are joining a profession, we expect you to demonstrate appropriate conduct in University, school and other work-related contexts. It is important to read and follow University and Centre policies and guidelines, for instance relating to attendance, assessment, e-safety and safeguarding. These are available on Moodle.

In particular you should:

- Follow the Code of Professional Conduct and Practice set out by the Education Workforce Council for Wales.
<http://www.ewc.wales/site/index.php/en/regulatory-documents> make good use of the University facilities and resources;
- attend and participate in sessions in university and while on placement in school;
- maintain your professional development profile (PDP)
- undertake directed tasks; and
- engage and participate in all sessions.

Please visit Moodle and our Centre website for up-to-date information including a copy of the Professional Teaching Experience Guidelines:

<http://www.uwtsd.ac.uk/moodle>

<https://swwcte.ac.uk>

AIM(S)

- To provide student teachers with appropriate teaching experience in both Foundation Phase and Key Stage 2 and an understanding of the pedagogy of thinking and approaches to assessment in the primary phase.
- To further promote student teachers' awareness of professionalism, independence and reflection within primary education.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Further consolidate a deepened detailed knowledge and understanding of phase specific documentation.
- Develop independence and initiative in planning, preparation, teaching and assessment.
- Demonstrate a critical awareness of assessment strategies and techniques appropriate for use in the primary school.
- Communicate clearly and use suitable classroom management strategies.
- Organise their knowledge and learning through the use of a range of information sources and present their work at the appropriate level.

The above module learning outcomes will form the basis of the assessment and will be introduced in the first session and referred to throughout the module.

4. Essential background reading/tasks

	Directed Tasks (Complete before each session)
1	Go to http://cmapspublic3.ihmc.us/rid=1LGVGJY66-CCD5CZ-12G3/Learning%20Theory.cmap Print out the mind map of learning theories. Reflect and highlight the areas you have knowledge of.
2	Go to http://www.teachthought.com/industry/6-reasons-standardized-testing-is-at-best-problematic/ Summarise the 6 Reasons Standardised Testing Is, At Best, Problematic (keywords/ phrases only)
3	Take time to familiarise yourself with the learning, teaching and assessment cycle found on pg 366, Grigg. R, (2010) <i>Becoming an Outstanding Primary School Teacher</i> , Harlow: Pearson. <i>Personal Research</i> – Who is John Hattie? What was his influential research? What are his top ten strategies for effective teaching and learning?
4	<i>Personal Reflection</i> – Reflect on the AfL strategies utilised throughout your PTE and prepare 1 min of verbal feedback for your peers promoting one strategy that worked well.
6	Personal Research – Define the following; Exploratory talk (Barnes, 1976 Mercer, 2000) Dialogic talk (Alexander, 2004) Community of enquiry (Lipman, 1980)
7	Download the PDF at http://shirleyclarke-education.org/wp-content/uploads/DVD-Handbook.pdf Read and analyse page 4 ‘Success Criteria’ List 5 things you consider to be the most important when using SC.
8	Watch the video on ‘The Effect praise has on mindsets’ at http://www.youtube.com/watch?v=TTXrV0_3UjY Complete a brace map identifying the attributes of both a ‘closed mindset’ and a ‘growing mindset’.
9	<i>Case Study Analysis</i> – Read the case study of Christ the King Primary School, Cardiff at http://www.thinkingschool.co.uk/creating-a-thinking-school/case-studies/christ-the-king-primary Watch the headteacher’s evaluation at http://www.youtube.com/watch?v=oUiFJTShT0M What are the greatest challenges? How <i>could</i> this relate to implementing AfL across a whole school?

5. Module summary

The module includes university-based experience (UBE) and professional teaching experience (PTE). During your second year of study, you will be given the opportunity to further develop your teaching proficiency within the Foundation Phase and Key Stage 2. The other modules in the Level 5 programme run alongside to provide you with input regarding curricular knowledge and understanding and teacher's roles and responsibilities. You will need to link your learning in the modules to ensure full understanding. Please ensure that you read this module handbook in conjunction with the other handbooks. Professional Teaching Experience 2 (PTE2) will provide opportunities for further development of the attributes, responsibilities and duties required to become an effective primary practitioner.

Please note that session themes and arrangements are provisional and may change.

Session	Lecture Summary	Tutor	Date/Room/Time
1 (2hrs) Week 6	Introduction to the module and assignment. Children as Learners. Reflecting on effective pedagogy – what is good learning and teaching? How do we learn? What are the key Learning theories?	TC (EM) CJ (WM)	Tuesday 2 nd Oct TL04 11am -1pm TL06 11am-1pm
2 (2hrs) Week 7	Introducing Assessment for Learning. Hattie meta-analysis. Feedback in the teaching and learning cycle. Benefits, challenges, themes, principles.	TC (EM) CJ (WM)	Tuesday 9 th Oct TL04 11am-1pm TL06 11am-1pm
3 (2hrs) Week 7	PTE 1- Preparation for Professional Teaching Experience. Planning for AfL. Writing SMART Learning objectives / Success Criteria/ Linking observation/ evaluation/ planning Bloom's Taxonomy and verbs	TC (EM) NR (WM)	Thursday 11 th Oct CJ3 11am – 1pm CJ1 11am-1pm
4 (2hrs) Week 8	AfL strategies in action (Part 1) Specific examples for each of the four AfL elements. Link to four elements of AfL (session 2) and Learning theory (session 1)	TC (EM) CJ (WM)	Tuesday 16 th Oct TL04 11am-1pm TL06 11am-1pm
5 (2hrs)	AfL strategies in action (Part 2) Specific examples for each of the four AfL elements.	TC (EM)	Tuesday 23 rd Oct TL04 11am-1pm

Week 9	Link to four elements of AfL (session 2) and Learning theory (session 1)	CJ (WM)	TL06 11am-1pm
6 (2hrs) Week 10	Effective questioning and communication skills. Practical strategies to implement in class to aid this aspect of AfL.	TC (EM) CJ (EM)	Tuesday 30 th Oct TL04 11am-1pm TL06 11am-1pm
7 (2hrs) Week 10	PTE 2 - Preparation for Professional Teaching Experience.	GP + NG (EM) DT (WM)	Thursday 1 st Nov HG1 11am – 1pm CJ1 11am-1pm
Week 11- 18	Module Break – All Trainees on PTE Week 15 AfL Bridging week	(EM) TC +MJ TC MJ TC & MJ	Monday 3 rd Dec RH1 9am-1pm Wednesday 5 th Dec TL04 9am-11am RH1 11am -1pm HG1 Friday 7 th Dec
8 (2hrs) Week 15	Lesson deconstruction. Pulling it all together in one awesome lesson!	TC (EM) MJ (WM)	AfL Bridging week
9 (2hrs) Week 15	The impact of motivation on teaching and learning. The effect of praise and reward on motivation. Pupil participation, engagement and involvement. Learner voice. Laevers and Katz.	TC (EM) MJ (WM)	AfL Bridging week
10 (2hrs) Week 15	Benefits and challenges of Self and Peer assessment. Practical Classroom strategies. Importance of Quality feedback. Feedback loops and classroom techniques.	TC (EM) MJ (WM)	AfL Bridging week
11 (2hrs) Week 15	PBL (Scenario 1) PBL (Scenario 2) Implementing AfL – A whole school approach.	TC (EM) MJ (WM)	AfL Bridging week

Reference to literacy will be covered during the module within the opportunities to develop pupils' skills within the non-core subjects and RE. However, the non-core subjects and RE provide motivating opportunities for pupils to develop a wider range of 'literacies' beyond reading and writing. During the module references will be made to these opportunities, for example, pupils can develop 'physical literacy' by reading aspects of physical environment during fieldwork; developing self-confidence and physical competence through activities such as trails and local history walks.

ICT is a vitally important subject across the non-core subjects and RE and during the module when appropriate examples will be included of ways in which pupils can develop their ICT skills and use ICT to extend their learning in the non-core subjects and RE.

Opportunities to promote and develop thinking skills will also be included within the module, using teaching and learning approaches and tools such as Habits of Mind and Thinking Maps.

7. Assessment tasks and guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD5001/C	Pedagogy in Practice 2: Assessment for Learning	<u>Assessment Component 1</u> –100% Written essay (2000 words) Submission – 14/12/18

BIBLIOGRAPHY

Essential

- Alexander, R. (2008) *Towards Dialogic Teaching: Rethinking Classroom Talk*. 4th edn. York: Dialogos.
- Black, P. et al. (2006) *Assessment for Learning: Putting it into Practice*, Berkshire: Open University Press.
- Claxton, G. (2002) *Building Learning Power*, Bristol: TLO Ltd.
- Claxton, G., Chambers, M., Powell, G., and Lucas, B. (2011) *The Learning Powered School*, Bristol: TLO Ltd.
- Cohen, L., Manion, L., Morrison, K. & Wyse, D. (2010) *A Guide to Teaching Practice*, 5th edn. London: Routledge.
- Cottrell, S. (2011) *Critical Thinking Skills*, Basingstoke: Palgrave MacMillan.
- Grigg, R. (2010) *Becoming an Outstanding Primary School Teacher*, Harlow: Pearson, 2010.
- Hatties, J. (2009) *Visible Learning*, Abingdon: Routledge.
- Laevers, F. (ed) (2012) *Well-being and Involvement in Care Settings. A Process-oriented Self-evaluation Instrument*. Available at: www.kindengezin.be/img/sics-ziko-manual.pdf (18th February).
- McGuinness, C. (1999) *From thinking skills to thinking classrooms: A review and evaluation of approaches for developing pupils' thinking*, London: HMSO.
- Morgan, N. and Saxton, J. (2002) *Asking Better Questions*. 2nd edn. Portland, ME: Stenhouse.
- Mercer, N. and Littleton K. (2007) *Dialogue and the Development of Children's Thinking*, Oxon: Routledge.
- Smidt, S. (2005) *Observing, Assessing and Planning for Children in the Early Years*, Abingdon: Routledge.
- South West Wales Centre of Teacher Education. (2016) *Primary Guidance*, South West Wales Centre of Teacher Education.
- Welsh Assembly Government. (2009) *Becoming a Qualified Teacher Handbook of Guidance 017/2009* (2009), Cardiff: WAG.

Student teachers to download copy of appropriate curriculum documents from the Welsh Government website (see below)

Recommended

- Adams, K. (2009) *Behaviour for Learning in the Primary School*, Exeter: Learning Matters Ltd.
- Davies, S. (2006) *The Essential Guide to Teaching*, Hayes: Pearson.
- Hayes, D. (2008) *Foundations of Primary Teaching*, 4th edn. London: David Fulton.
- Kyriacou, C. (2007) *Essential Teaching Skills*, 3rd edn. London: Simon and Schuster.
- McBer Report. (2000) *Research into Teacher Effectiveness - A Model of Teacher Effectiveness*, London: HMSO.

Doherty, J. & Hughes, M. (2009) *Child Development: Theory and Practice 0 – 11*, Harlow: Pearson.

Featherstone, S. (2011) *Catching Them At It! Assessment in the Early Years*, London: A & C Black.

Riddal-Leech, S. (2008) *How to Observe Children*. 2nd edn. Harlow: Heineman.

Savin-Baden, M. (2003) *Facilitating Problem-based Learning*, Maidenhead: OUP.

Siegler, R., Alibali, M. (2005) *Children's Thinking*. 4th edn. New Jersey: Prentice-Hall.

Wragg, E.C. (2010) *Assessment and Learning in the Primary School*, London: Routledge Falmer.

Websites

Estyn - www.estyn.gov.uk

Welsh Government - <http://wales.gov.uk>

South West Wales Centre of Teacher Education - www.swwcte.ac.uk

Assessment Reform Group - www.assessment-reform-group.org

EPI project - www.scribd.com/doc/8066342/EPI-Project

ERICDigests - www.ericdigests.co.uk

Early Childhood Education - www.itscotland.org.uk/earlyyears

Pearson Education - www.pearson.co.uk/doherty

Welsh Assembly Government - www.wales.gov.uk

Real World Learning Scotland - <http://www.realworldlearning-scotland.org.uk/>

Real World Learning Cymru Partnership - <http://www.rwlcp.org/>

Centre for Real-World Learning - <http://www.winchester.ac.uk/aboutus/lifelonglearning/CentreforRealWorldLearning/Pages/CentreforRealWorldLearning.aspx>

Study Guides & Strategies - <http://www.studygs.net/pbl.htm>

PBL Directory - <http://www.pbldirectory.com>